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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and resources, is designed to introduce the students to careers in law enforcement. The introduction includes a definition of the career area, course objectives, course strategies, a suggested time table, and careers explored in the course. The exploration activities, organized according to objectives, activities, and resources, examine the careers of: patrolman, policewoman, police detective, crash squad patrolman, police laboratory specialist, vice squad, park police, and special agent (FBI). Teaching strategies include a study of the student attitudes toward authority and law enforcement agencies, interviews, a self-analysis quiz, discussion, individual and group work, small group exploration trips and self-evaluation. The appendix contains: suggestions, procedures, and forms for exploration and field trips; resources; civil service job descriptions; weekly salary schedule of police employees; and supportive roles in law enforcement. (JB)

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CAREER EXPLORATION 9 – 10

EXPLORING CAREERS

IN

LAW ENFORCEMENT

Revised Edition, 1973

CAREER DEVELOPMENT K – 10

CINCINNATI PUBLIC SCHOOLS

2

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CAREER EXPLORATION

Cincinnati Public Schools

Grades 9-10

CAREER EXPLORATION

IN

LAW ENFORCEMENT

(Tentative Copy)

Revised Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an Occupational Area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

The manual was developed by Brach Strong, a school counselor at Schwab Junior High School, and Mel Rutherford, a Social Studies teacher at Campbell Junior High School. The course was revised in 1973 by Mel Rutherford. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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I. INTRODUCTION

A. Definition of Career Area

Careers in Law Enforcement are concerned with protecting the public; maintaining law and order; detecting and preventing crime; directing and controlling motor and pedestrian traffic and investigating and arresting suspects in criminal cases.

Law Enforcement agencies are basicly set up on four levels, city, county, state, and federal. The size of a Law Enforcement Agency may vary from a small 3 or 4 man force in a rural town, to a large 31,000 man force in New York City. Employment opportunities are expanding in this field. The fact that policemen tend to retire at an earlier age than workers in most other occupations and that major cities are expanding their forces and adding new programs account for the expanding opportunities. Earnings averaged between $8,500 - $10,000 nationally. As of 1970 there were 330,000 full-time policemen and policewomen employed across the United States.

B. Course Objectives

1. To help the student identify a limited number of careers in Law Enforcement.

2. To help the student identify the qualifications necessary for these occupations.

3. To help the student identify the responsibilities and duties associated with the careers in Law Enforcement.

4. To help the student identify the many benefits, both tangible and intangible, associated with Law Enforcement.

5. To help the student develop acceptable standards of behavior, such as desirable personality, emotional control, dependability, responsibility, and loyalty.

C. Course Strategy

The class as a unit will follow the same schedule, moving through the activities together. The class could explore all the activities during the ten week course, but the most important part of the course is that they understand what they cover. The field trips, films and other resources are intended to be used by all the students at the same time, due mainly to the problem of scheduling these items.

1. Introductory Activity
Before the students begin studying the individual Exploration Activities the students should be given a broad overview of the occupation and how it fits into the field of law enforcement. Most of the occupations are related to each other and fit into an overall scheme.

2. Procedures

The main goal of Career Exploration is to provide a hands-on experience for the students. In the field of Law Enforcement, it is extremely difficult to provide a hands-on experience or to create simulated activities. The nature of the career makes it too dangerous for the student and too risky for the Law Enforcement agencies to provide a hands-on experience. The teacher must therefore rely heavily on movies, field trips, speakers, and role play situations. The course is structured such that its success does depend heavily on the use of outside material. The teacher must continually plan ahead to avoid difficulties in scheduling resource materials and personnel. Following are hints or suggestions for the implementation of this course:

1. Suggestions for introducing the course:
   a. Provide an explanation of what the course involves, its objectives, and the method to be followed.
   b. Give a brief explanation of the makeup of the Exploration Activities.
   c. The teacher may wish to go over sheet I "Careers Explored" with the class prior to beginning the actual course, or you may wish to prepare an oral resume.

2. Resources require a 2-3 week advance notice. Teachers should be aware of this three week lag and begin planning 3-6 weeks in advance.

3. All requests for resource people must be in writing. All requests should be directed to the Chief of Police or the Special Agent in charge.

4. Use resource people and materials wisely. Try to schedule the resources for joint classes, so as to prevent repetition and abuse of the sources.

5. Names, addresses, and phone numbers of persons to contact may not appear in the Exploration Activities but are listed in the resource section.

3. Evaluation

Exploration Activity #3 includes a series of questions aimed at gauging the attitudes of the student towards authority and law enforcement agencies. It is suggested that this test be given before and after the course and that the results be compared. The main goal of the course is to effect a change in attitudes. Such a goal is not easily measured on an individual basis, but within a class of students, changes in attitudes can be discovered. By comparing the results of the two tests hopefully a pattern would develop showing a greater respect and understanding for Law Enforcement and authority in general. Upon completion of the course each

student will participate in an evaluation survey during Exploration Activity 11 and discuss changes in other career interests with the instructor.

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

4. Field Trips

A special experience being planned for students in every career area is a Small Group Exploration Trip. Effort has been made to make this as simple as possible for the classroom teacher. See Appendix B.

5. Rationale for Law Enforcement Course

Why do we need law?

When a man lives together with other people, in a society, he needs laws and people to enforce these laws in order to guarantee his freedom and the freedom of others. It is therefore necessary that societies establish laws and a force of people to implement the laws.

Our modern police force implements the laws that our duly elected officials pass. These laws are written to protect the rights of each citizen and the law enforcement groups have the responsibility of seeing that all the people obey all the laws.

D. Suggested Timetable

The following timetable should be used as a tentative schedule that the teacher should feel free to change at any time. Certain activities will work well with one class and drag with another. The teacher may wish to stay with Exploration Activities that interest the students longer than the timetable suggests and move quickly through activities that are not as interesting to the class.

Exploration Activities

Number	Title	Days
1	Introduction to Course	2
2	Use of D.O.T.	1
3	Patrolman	6
4	Policewoman	4
5	Police Detective	4
6	Crash Squad Patrolman	4
7	Police Lab Specialist	4
8	Vice Squad	4
9	Park Police	4
10	F.B.I.	5
11	Related Careers	4
12	Self Evaluation of Career Maturity	3

E. Careers Explored in This Course

1. Patrolman 375.268 520

Prevents crime or disturbance of peace, controls traffic, and arrest violators; reports suspicious persons and places to his superiors; reports dangers to public safety; issue tickets and citations to traffic violators; checks in regularly and writes a daily report of activities; may drive a patrol car or police ambulance; all within an assigned area.

2. Policewoman 375.268 546

Investigates juvenile delinquency and cases involving female offenders; checks on runaway children to discover their whereabouts or to locate their parents; takes into custody delinquent or neglected children; assists in investigating and apprehending criminals where a woman is needed.

3. Police Detective (Specialist) 375.268 520

Carries out investigations to prevent or solve crimes; becomes familiar with the habits and hangouts of known criminals; reports any evidence of crime or intended crime; investigates details of crime and questions witnesses; gathers clues or evidence to establish guilt; prepares assigned cases for court; arrests criminals or suspects.

4. Crash Squad Patrolman (Traffic Section) 375.268 520

Investigates traffic accidents to determine cause and forms plans to help prevent similar accidents; takes photographs and gathers vital information to determine cause and responsibility of accidents.

5. Police Lab. Specialist 375.268 520

Investigates crime, gathers information in a scientific manner by using such means as fingerprinting, photography, and chemical analysis; runs ballistic checks on slugs.

6. Vice Squad 375.268 520

Investigates places and persons suspected of violating anti-vice laws; conducts raids on such places, arresting suspects and gathering evidence to be used in prosecution; concentrates his work in the fields of prostitution, drugs, and gambling.

7. Park Police 375.268 520

Preserves law and order, protects life and property within the municipal park system. Investigates vandalism and destruction of park property, reports dangerous situations, makes arrests, appears as a witness in court, submits written reports on park conditions.

8. Special Agent FBI 375.168 675

Investigates violations of many different federal laws of the United States including such crimes as kidnapping, extortion and bank robbery; is responsible for protecting the security of our country, investigating subversive activities, spies and saboteurs.

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY) (2 da.)

INTRODUCTION TO COURSE

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Discuss critically the objectives of the course. 2. Question people's attitude at work under various conditions as illustrated in a film. 3. Form a general understanding of the course outline and procedure. 4. Form some basic conclusions through the "self-analysis quiz." 5. List and discuss at least 4 important factors of good on-the-job performance. 6. Describe a wide variety of skills needed for specific jobs in this occupational area.	1. The student will be informed of the purpose of this course, what is hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration. 2. The student will defend or reject by role playing, the position of maintaining good personal appearance, attitude and conduct on the job. 3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz. 4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course.	Class set of "Self-Analysis Quiz" (attached) Class set of "Job Performance Rating Sheet" (attached) "What Do We Look Like To Others" 16 mm film, 10 min., Sandler Instructional Films, Inc. Board of Education.

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	_____ _____ _____	Make below average grades
Learn quickly	_____ _____ _____	Learn slowly
Enjoy reading books, magazines, etc.	_____ _____ _____	Enjoy reading comics
Like school and do extra work	_____ _____ _____	Do only schoolwork that is necessary
Talk and write well	_____ _____ _____	Talk and write poorly
Good planner and organizer	_____ _____ _____	Poor planner and organizer
Like children	_____ _____ _____	Dislike children
Patient with children's questions	_____ _____ _____	Impatient with children's questions
Outgoing	_____ _____ _____	Withdrawn
Popular	_____ _____ _____	Not popular
Have large group of friends	_____ _____ _____	A few close friends
Have confidence	_____ _____ _____	Unsure around others
Give advice	_____ _____ _____	Not asked for advice
Outspoken	_____ _____ _____	Quiet
Sensitive to others	_____ _____ _____	Insensitive to others
Trust people	_____ _____ _____	Do not trust people
Volunteer	_____ _____ _____	Do not volunteer
Pleasant personality	_____ _____ _____	Do not have pleasant personality
Have a sense of humor	_____ _____ _____	"Touchy"
Not prejudiced	_____ _____ _____	Prejudiced

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
		(Things) 8 - No significant relationship
		(People) 2 - Instructing
		(Data) 2 - Coordinating
Waitress	311.878	
		(Things) 8 - No significant relationship
		(People) 7 - Serving
		(Data) 8 - No significant relationship
Stock Clerk	223.387	
		(Things) 7 - Handling Things
		(People) 8 - No significant relationship
		(Data) 3 - Compiling
Auto Mechanic	620.281	
		(Things) 1 - Precision working
		(People) 8 - No significant relationship
		(Data) 2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

Patrolman 375.268

Exploration Activity #3

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the ways in which you can become a policeman. 2. Describe the two main parts of the Cadet program. 3. Identify at least three of the qualifications for entering the cadet program. 4. Identify the qualifications for entering the recruit training program -- age, education, vision height, weight and residency. 5. List at least three of the responsibilities of a patrolman. 6. Identify the many assignments a patrolman may have. 7. Investigate, and then list the advantages and benefits of being a patrolman. 8. Identify any disadvantages of this career. 9. Evaluate the future opportunities in the field of police work in general. (This covers the opportunities for packets 1, 3, 4, 5, 6, 7) 10. To do a complete job analysis of the career of a patrolman.	1. Orally discuss the methods for becoming a patrolman in class by using the brochure. Optional Activities 2. Make prior arrangements to have a police cadet come in and discuss the program; especially ask that they discuss why they chose this program in comparison to entering as a recruit. 3. Qualifications could easily be discussed by the cadet, or these items could be gained from the brochure. 4. The student will do a written report listing the qualifications mentioned in objective one, and be prepared to give an oral report. 5. Over a period of time, by using one of the local papers, have the student clip news items and make a bulletin board showing police in action, fulfilling their responsibilities. 6. Have the School Resource Officer, or any officer come in and discuss the many activities a patrolman can have; the many varied duties they must perform. 7. Have the student begin a three column chart on which they will list the benefits of the Cincinnati Police, the Park Police, and the FBI for the purpose of visual comparison (city-Federal Government). 8. Have the student make a list of what they feel the disadvantages of this career are and why. Discuss these sheets with the whole class.	1. Class set Required Brochure Cincinnati P.D. Careers in Law Enforcement. 2. Call in advance 2-3 weeks Community Relations, 352-3000, for a cadet to speak on the program. 3. Same as #2; Cincinnati Police Division for a cadet. 4. Brochure from the Cincinnati Police Division on Careers in Law Enforcement. 5. Cincinnati Enquirer Cincinnati Post-Times Star 6. S.R.O., or a Patrolman (possibly someone's parent or close relative would be on the force.) 7. Brochure from Cincinnati Police Division. 8. Student's own ideas after having proceeded this far into the course. 9. News media, magazines, and people.

Patrolman 375.268

OBJECTIVES	ACTIVITIES	RESOURCES
	9. Have the class discuss the degree of demand for patrolmen in the future. Pring articles on crime, or quotes from T.V. or radio to prove their points. 10. Complete the attached job analysis sheet and discuss. 11. One or two students could visit the local district headquarters and interview a patrolman and give the class an oral report. Possible questions could be: a. How long have they been on the force? b. What program, (cadet or recruit), did they follow? c. Do they view the job as extremely dangerous? d. What academic subject areas are most used in police work? 12. Complete the attached survey on attitudes toward police and authority.	10. Course content: including brochure films, speakers, field trips, personal contacts.

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6. Job Analysis

Name of Job Explored: _____

1. Briefly describe in the space below the main duties of the job.
2. What manual skills does the job require?
3. What school subjects are most important to this job?
4. Is the job primarily for men, women, or both?
5. How many years of schooling does the job require?
6. How many hours a week does the job require?
7. What days of the week would you have to work?
8. What shifts would you be required to work?
9. Would you be paid by the hour or by salary?
10. What would be your starting pay?
11. What would be the highest pay you could earn on this job?
12. Are job opportunities in this field increasing, decreasing, or remaining the same?
13. Are there opportunities for promotion to better positions in this job?
14. What part of the job was most pleasing to you?
15. Does the job require you to take any special tests before you can enter the field?
16. Does this job require overnight travel?
17. If you fulfill all the requirements, how would you go about getting this job?
18. Are any groups or individuals given priority as far as placement in this career?
19. How is promotion determined?
20. Are there any age limits that would restrict you from taking a position?

F. ATTITUDES TOWARD POLICE AND AUTHORITY

These questions have been selected from several sources so that the figures developed from your class, school or neighborhood can be compared with the original survey results.

1. The police should have the right to use whatever means are necessary to capture and punish criminals.

   _____ Definitely agree
   _____ Undecided; probably agree
   _____ Undecided; probably disagree
   _____ Definitely disagree

2. Law officers, like state or local police, have no right to be on school property even if there should be disturbances.

   _____ Definitely agree
   _____ Undecided; probably agree
   _____ Undecided; probably disagree
   _____ Definitely disagree

3. High school students should be permitted to dress in any manner they please, to wear their hair the way they want, etc.

   _____ Definitely agree
   _____ Undecided; probably agree
   _____ Undecided; probably disagree
   _____ Definitely disagree

4. Do you think policemen are pretty nice guys?

   _____ Yes
   _____ No
   _____ Not sure

5. Would you like to be a policeman .....?

   _____ Yes
   _____ No
   _____ Not sure

6. Do you think people would be better off without police?

   _____ Yes
   _____ No
   _____ Not sure

ATTITUDES TOWARD POLICE AND AUTHORITY

7. Do you think police get criticized too often?

_____ Yes
_____ No
_____ Not sure

8. Do you think police don't even give you a chance to explain?

_____ Yes
_____ No
_____ Not sure

9. Do you think the police treat all people alike?

_____ Yes

_____ No

_____ Not sure

10. Do you think that the police have it in for, or pick on young people?

_____ Yes
_____ No
_____ Not sure

11. Would you call the police if you saw someone breaking into a store?

_____Yes
_____No
_____Not sure

12. Do you think criminals usually get caught?

_____ Yes
_____ No
_____ Not sure

13. Do you think teachers treat all people alike?

_____ Yes
_____ No
_____ Not sure

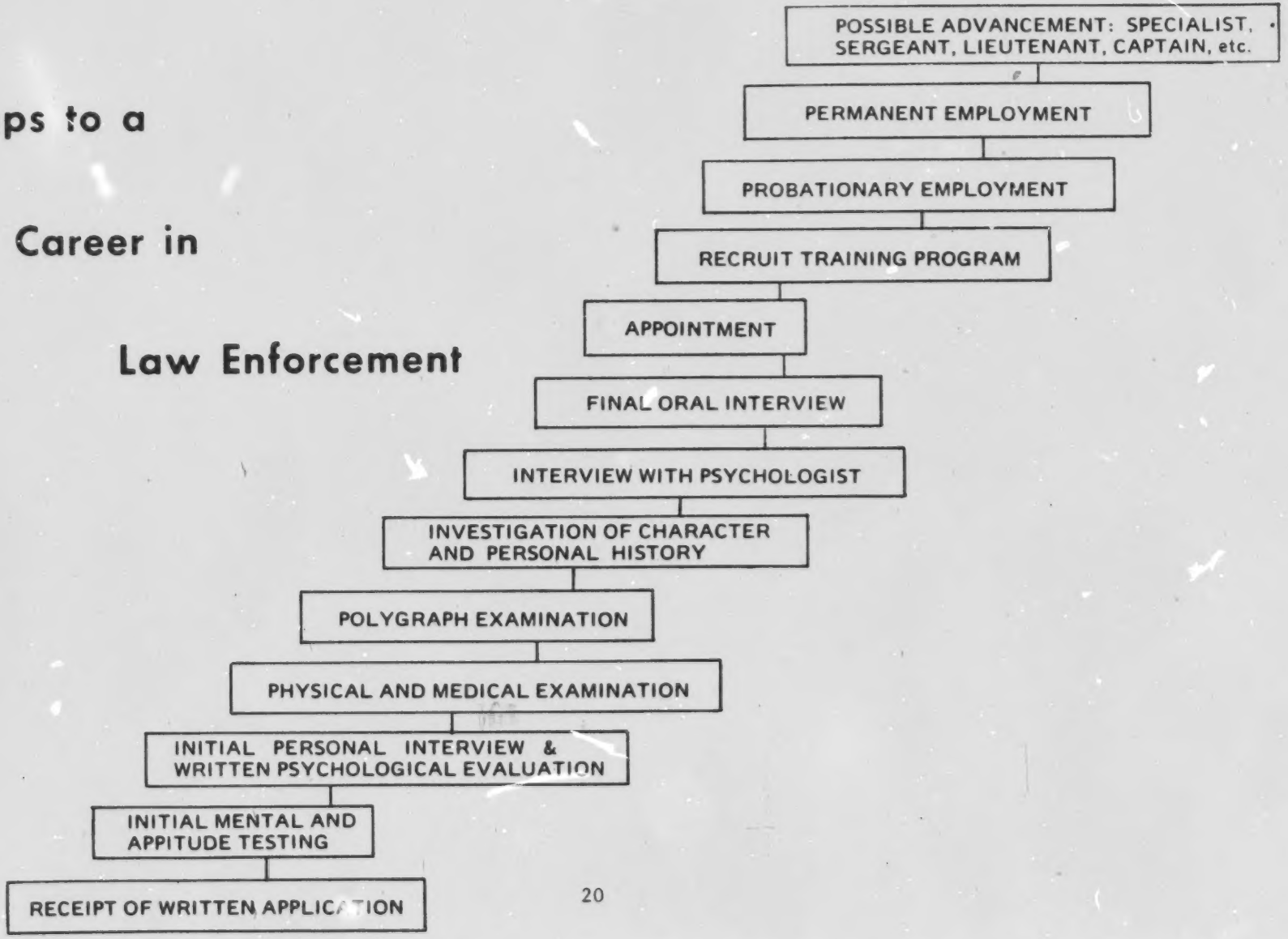
14. Do you think teachers are pretty nice guys?

_____ Yes
_____ No
_____ Not sure

F. STEPS TO A CAREER IN LAW ENFORCEMENT

City of Cincinnati - Division of Police

Steps to a Career in Law Enforcement



Teachers Notes -- Exploration Activity #3

The following information will be exceptionally helpful to the teacher in implementing Exploration Activity #3. The teacher must be aware of the cadet and recruit program and their relationship to the career of patrolman. Before each activity which follows, the teacher will be given notes and information that they should be aware of to successfully teach the course. The cadet program is described on the following pages.

1. Patrolman is the entry level full time position for the Cincinnati Police Force. All officers must begin at this level and follow the method of promotion. Packets 3, 4, 5, 6, and 7 are all promotional positions that begin with the rank of patrolman.

2. Training - two methods for entering the force.

   a. Cadet - a program for men 18-21 years of age with a high school diploma. He must complete a series of interviews and tests both mental and psychological. Upon reaching 21 years of age, he can take a promotional test to be a recruit.

   b. Recruit - anyone 21 years of age with a high school diploma can make application to join the recruit class. Recruit is the first promotional step for a cadet, but the cadet program is not a pre-requisite for becoming a recruit. Anyone can enter the Recruit Program at age 21 who can pass the battery of tests.

3. Resources from the Cincinnati Police Department are plentiful, and the people there are very willing to help. They are quite anxious to see the Career Exploration program succeed. They will be very cooperative in planning new programs with you. Most resources will require a two-three week advance notice. Indicate requests in writing to the Chief of Police.

CINCINNATI POLICE DIVISION CADET PROGRAM

The Cincinnati Police Division initiated the Police Cadet Program in 1955 after an exhaustive study of the program in St. Louis.

To say that the Cadet Program was accepted with enthusiasm would be hypocritical. It staggered along, slowly gaining strength, nurtured by the administration.

Cadets were given training in clerical type tasks, including attendance at a commercial college for typing and spelling. They purchased their own uniforms and enjoyed the same benefits as regular employees.

Their primary niche became Central Station where they manned the typewriters for the recording phase of the report process.

They served in various districts and units, including Station X (Police Communications), where they filled the vital positions of teletype and information operation.

The philosophy is clear. These young men are employed at a pre-career age and trained in the law enforcement body-of-knowledge. They would be amendable to becoming police officers after their 21st birthday and routine processing.

One problem was the comparative scarcity of Cadets. There were so few of them that the behavior of one halo lighted the entire program. There were the normal birthpangs of any new activity. Happily the main body survived the travail.

In 1958, the program was modified by the opening of the Police Science A.B. Program at Chase College. After some initial frictions, the Cadets accepted the change and the Police Division began to encourage the College trained Cadet as the prototype of the future police officer.

In 1961, Chase College began to phase out the Police Science Program. After a brief period the University College, University of Cincinnati, inaugurated the Police Science Program. Again the Cadets underwent some trauma, but the program survived and moved ahead.

In 1967, the Cincinnati Police Division, in conjunction with the City Personnel Department, altered the Cadet concept from full-time employee to co-op employee, with 66 weeks (6 quarters) in college, and 66 weeks in Division work environment. They would be paid full Cadet salary while working, with scholarship fund and grants paying the college costs for the Associate Degree.

As with most changes, the change in status caused morale problems. Having to buy uniforms, having no fringe benefits, operating on half-year pay, all contributed to a general undercurrent of Cadet uneasiness.

On December 23, 1970, City Council, by Ordinance, changed the Cadet employment status from part-time to permanent employee. Thus, they are entitled to normal fringe benefits such as paid vacation, sick leave, and hospital care.

To finance the college-side of the Cadet Program, the University of Cincinnati, in 1967, obtained a Federal Grant (LEAA) for $51,175.00, aimed at a three-year plan. On December 26, 1968, a supplemental request was prepared for the third year. $20,100.00 was granted.

In 1969, the funding of the Cadet Program was shifted to LEEP funds. Cadets, by federal definition, are considered In-Service and are eligible to receive financial aid upon individual application. The precise details are handled by the Student Financial Aid Officer of the University of Cincinnati.

Cadet employment commences with a basic training program at the Police Training Section encompassing the following categories of information:

Rules, Regulations and Procedures,
History and Role of Law Enforcement,
Ethics,
Military Courtesy,
Public Relations,
Police and Municipal Organization,
Records and Reports,
Human Relations,
Driver's Training.

Until the program was revised in 1967, supervision of Cadets was comparatively easy. As full-time employees, they were under direct control of the supervisors assigned to the various units.

The inception of the co-op system brought with it attendant supervisory difficulties. In an attempt to remain in complete control of the cadets, a Sergeant, assigned to the Training Section, was appointed as the supervisor of the Cadet Program. This Sergeant exercises direct supervision over the Cadets while they are in school, and staff supervision while they are working in the Division. He also acts as liaison officer with the University staff.

Of the total number of Cadets that have been employed, 2 are Lieutenants, 10 are Sergeants, 17 are Specialists, 102 are patrolmen, 3 are on military leave, 98 have resigned, and 2 were dismissed.

UNIVERSITY OF CINCINNATI

UNIVERSITY COLLEGE

POLICE SCIENCE CO-OP PROGRAM

FIRST YEAR	CREDITS PER QUARTER AUTUMN/WINTER	SPRING/SUMMER
English Language and World Literature I, II	4	4
Psychology of Human Behavior I, II	3	3
Sociology I, II	3	3
Crime Prevention and Patrol Techniques	3	
Criminal Law	3	3
Arrests, Searches, and Seizures	2	
Traffic Control		2
Typing		3
TOTAL	18	18

SECOND YEAR	CREDITS PER QUARTER AUTUMN/WINTER	SPRING/SUMMER
English Language and World Literature III	4	
Psychology of Human Behavior III	3	
Sociology III	3	
Records and Reporting	2	
Interrogation and Interviewing	2	
Law Enforcement Ethics	1	
Investigative Techniques	2	
American and Contemporary Literature		4
American Issues and Problems I		4
Principles of Economics I		3
Juvenile Control		2
Police Administration		3
Speech		3
TOTAL	17	19

THIRD YEAR	CREDITS PER QUARTER AUTUMN/WINTER	SPRING/SUMMER
American and Contemporary Literature	4	4
American Issues and Problems II, III	4	4
Principles of Economics II, III	3	3
Police Administration	3	
Speech	3	
Evidence	2	
Abnormal Psychology		3
Police-Community Relations		3
TOTAL	19	17

TOTAL CREDITS ---------- 108

Exploration Activity #4

Policewoman 375.268

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List the requirements or qualifications for being a policewoman and compare those to a patrolman. Note the difference. 2. Identify in writing the duties of a policewoman. 3. Identify the training necessary for a policewoman. 4. List the benefits of a policewoman. 5. List the salary schedule for policewomen. 6. Identify the future opportunities in this occupation. 7. Identify any undesirable factors in the career of policewoman. 8. Analyze the job of policewoman.	1. Have a policewoman come into class for one class period to discuss the career of policewoman. Students should take notes and be held accountable for the information. Students should ask questions to be sure that all objectives are covered. The policewoman should definitely cover items 1-7 in the list of objectives. <u>Optional Activities</u> 2. Have the students make a brief list of why they feel the occupation is expanding, and discuss them in class. 3. Policewoman should cover these items, they should be further discussed in class. 4. Have the students complete the job analysis sheet contained in the packet. 5. Show the film, "The Dangerous Year" #2995- refer to teacher resources for film description. 6. Students may wish to pursue the following questions with the speaker: 1. How many policewoman are on the force? 2. Why do policewomen start at a lower salary? 3. Why are policewomen restricted to only certain duties, not allowed on patrol?	1. Speaker Required Policewoman Resources: a. Community Relations Cincinnati Police District 2-3 weeks in advance for policewcman, slides, a program on the career. b. brochure from Cincinnati Police Division Careers in Law Enforcement. Class set required. <u>Optional Resources</u> 2. & 3 Both should be answered by the resource person 4. Course content, policewoman films, slides, brochures. 5. Modern Talking Picture Service 9 Garfield Place 45202 421-2516

Teachers Notes -- Exploration Activity #4

1. It is strongly suggested that a policewoman be brought to class to speak on this career. The information available on this career is quite thin, without the use of the Resource Person; the teacher may find it difficult to present a total picture of the career.

2. A request for a speaker must be in writing to the Chief of Police at least 2-3 weeks in advance.

Exploration Activity #5

Police Detective (Police Specialist) 375.268

The qualifications and benefits for being a specialist are the same as a patrolman. The method of promotion is by competitive Civil Service Examination. Patrolman is the entrance step where all officers start in the Cincinnati Police Department. The teacher may wish to review the specifics of these three categories.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the duties and responsibilities of a specialist. 2. Compare the duties and responsibilities of a specialist to a patrolman. 3. List the advantages of being a specialist to being a patrolman. 4. Compile a list of disadvantages the student sees in this position. 5. Analyze the job of police specialist.	1. Compare the specialist's responsibilities and contrast them to the reports on the patrolman. 2. Based on the comparison of duties and responsibilities of specialist and patrolman -- orally discuss what advantages a specialist enjoys. 3. Orally discuss the disadvantages in being a specialist. Optional Activities 4. Have the students visit a district station (no more than 4 students at one time), interview a police specialist, and report back to the class on the responsibilities of a specialist. 5. Have students fill out the job analysis sheet for police specialist. 6. Assign students to call the Cinti. Police Dept. Community Relations Dept. to obtain figures on the number of Specialists on the force and the number of Patrolman on the force. From a ratio of the two figures, students can form opinions as to the prospects of becoming a Specialist from a patrolman. Suggested Supplemental Activities/Role-Play 1. Designate students to be the victim, specialists,	Use materials from Exploration Activity #3 Optional Resources 4. District Station call 352-3000, teacher should make arrangements prior to visit by students. 5. Enclosed analysis sheet. 6. Information available from Community Relations Department, Cinti. Police Dept.

Exploration Activity #5 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	witnesses and suspects. 2. Send the specialists out of the room. 3. Hopefully, the teacher would have thought out a crime, clues, suspects, witnesses, etc. 4. Now stage the crime in the classroom. Determine what store has been burglarized, mark certain items as evidence (place index cards on items saying so and so's fingerprints, footsteps, tools left, etc.) pen a note saying when the burglary occurred, how it took place, what day, what hour, etc. 5. Then make a final sheet of clues such as the store hours, its manager, its employees, and other facts, and give this to the detectives and the class. 6. Brief each witness as to his alibi and story, tell them one is the burglar, seat the suspects up front, bring in the specialists and allow them to view the scene, then question the witnesses and investigate the crime to find the guilty party. This could be done in one class period or two, at the most. How long this role-play lasts would depend on how much prior preparation the teacher puts into it. If the crime is worked out, clues established, stories composed before the class meets, this role-play could proceed very well. The teacher may wish to write this in advance and allow the participants time to study this material beforehand to learn their roles.	

Teachers Notes -- Exploration Activity #5

This exploration activity is one of several which:

1. Deal with positions in the Cincinnati Police Department that are promotional, that can be obtained only by an officer who has become a patrolman first. The student should be reminded of the promotional nature of each of these packets.

2. Police specialist is the subject of Activity #5.

3. Police specialist in Cincinnati as a rule is a plainclothesman, and can be either male or female. A female must be a policewoman first, then promoted to a specialist.

Exploration Activity #6

Crash Squad Patrolman 375.268

The qualification and benefits for being a crash squad patrolman are the same as a patrolman. The method of promotion is by competitive Civil Service Examination. Patrolman is the entrance step where all officers start in the Cincinnati Police Department. The teacher may wish to review the specifics of these three categories. In Cincinnati this position is identified as the Traffic Section.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the duties and responsibilities of the crash squad patrolman. 2. List the advantages and disadvantages of a crash squad patrolman. 3. Analyze the job of crash squad patrolman.	1. a. Invite a crash squad patrolman (Traffic Section) into class. Have them bring reports of accidents showing measurements, conditions, and other pertinent facts in the accident. They can also bring photographs of actual accidents, explain their use, and what they look for in such a photograph to aid them in their job. b. Have the sutdents complete a list of local accidents, where they occur, and how often for the last 2 months, based on the reports received by the local district station. 2. Students could again make lists of likes and dislikes of this field, based on the visit by the crash squad patrolman, or from the film "The Case of Officer Halleband". Items such as working conditions, degree of danger involved, main area of work, should be discussed. 3. Complete the form supplied, and discuss this in class. Optional Activities 4. Students could collect headlines, pictures, etc dealing with accidents in the local area. A bulletin board or series of posters could be constructed showing the amount of work the	1. Speaker Required. Community Relations Cincinnati Police District 352-300; 2-3 weeks in advance for C.S. Patrolman, films, pictures, reports 2. Film - Modern Talking Picture Service Inc. 9 Garfield Place Cincinnati, Ohio 45202 Tel. 421-2516 Required Resource Optional Resources 4. Local newspapers, Cinti. Enquirer, Cinti. Post-Times Star 5. Alm & Doepke Building Central Parkway and Sycamore Streets 6. Local insurance firms, claims departments. 7. National Safety Council (this information should

Exploration Activity #6 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	officer has to do. This may also serve as an impetus for discussions on the need for safety, safer cars, highways, etc. Student should be aware that the role of the Crash Squad Patrolman in the county is handled by the Hamilton County Sherrif's Dept. and in the state by the State Highway Patrol. 5. Selected students could visit traffic court and view the procedures there, the visit should be prefaced by an explanation that all traffic citations issued by the Crash Squad Patrolman are settled in these courts. 6. Selected students could contact defferent insurance companies to obtain information as to how many accidents occur a year and how much they cost. The students could report this information to the class and a discussion follow as to the need for traffic safety. 7. Students could compile lists of what they feel to be the 10 most common causes of accidents. Infomration could then be obtained from the National Safety Council as to the 10 most common causes. Students could also compile lists of favorable and unfavorable driver traits. This list could be discussed with an officer from the Traffic Section when he visits the class. 8. Students could visit body shops and photograph damaged cars. The purpose of the pictures would serve to emphasize that cars are dangerous, deadly; proper insurance is a necessity.	be sent for 2-3 weeks in advance of the activity. 8. Local Body Shops or car dealers, (if the Career Exp. Course in Photography is being taught, this activity could be done in conjunction with this class.

Exploration Activity #7

Police Lab Specialist 375.388 (Polygraph Operator and Fingerprint Technician)

The qualifications and benefits for being a police lab specialist are the same as a patrolman. The method of promotion is the competitive Civil Service Exam. Patrolman is the entrance step where all officers must start in the Cincinnati Police Department. The teacher may wish to review the specifics of these three categories. The police Crime Lab in Cincinnati does not do its own chemical analysis work. Most work is handled by the Kettering Lab in Dayton, or the F.B.I. labs in Washington, D.C. Anyone interested in positions in these fields would have to contact these labs for further career information.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the duties of a polygraph operator. 2. Identify the duties of a fingerprint technician. 3. Identify the duties of a ballistics expert. 4. List advantages and/or disadvantages the student sees in this type of career as compared to the on-street officer. 5. Analyze the 3 jobs of police lab specialist.	1. Police Crime Lab will supply a resource person to come out, describe lab work, fingerprinting especially, fingerprinting the students, showing prints of other people, and showing the criteria used for reading or interpreting fingerprints. The role-play listed in resources 1-3 could be accomplished easier if the resource person appeared first and presented the program to all the students. 2. Complete the analysis sheet contained in the packet. Optional Activities 3. Stage a role-play, a crime, place clues, designate witnesses, and appoint people to play the roles of the lab specialists. Have the fingerprinter print the suspects. Compare the results for the class showing differences of the prints and similarities; have the polygraph specialist make a list of questions concerning the crime and let the class act as the machine determining truth or lie; finally, draw diagrams of a bullet on the board, with identifying marks, and let the ballistic experts explain the marks and other significance. The teacher will have to instruct the 3 specialists as to their duties, so that the role-play can adequately point these out.	1. Community Relations Police Crime Lab 352-3000 2-3 weeks in advance Speaker required Optional Resources 4. Kettering Lab, Dayton Ohio 5. School Science Dept.

Exploration Activity #7 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	4. A letter could be written to the Kettering Lab asking them to reply with information concerning the duties they perform for the Cincinnati Police Dept. 5. Arrangements could be made with the school science department to spend 1 or 2 class periods in a science lab. At this time, the students could be shown as well as take part in basic chemical analysist. Blood will be typed, fabric and stains examined, different hair types studied. 6. From prior activities the students should now be able to form opinions on a lab job, as compared to a "street job." a. Students could also prepare soft mud casts and with the cooperation of other teachers prepare the tracks and footprints. The molds could be let to dry and would serve as another example of how Lab Specialists collect evidence. (Clarify the fact that specialists use plaster casts and not mud.)	

Exploration Activity #8

Vice Squad 375.268

The qualifications and benefits for being a vice squad officer are the same as a patrolman. The method of promotion is by competitive Civil Service Examination. Patrolman is the entrance step where all officers must start in the Cincinnati Police Department. The teacher may wish to review the specifics of these three categories:

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List and explain what areas the Vice Squad deals with. 2. Identify the responsibilities and duties of a vice squad officer. 3. Identify the role of an "undercover agent" or an anonymous agent and his value to the vice Squad. 4. Compare the vice squad officers job to that of a police specialist to identify differences and similarities. 5. Analyze the job of vice squad officer.	1. List the three main areas that the vice squad deals with on the blackboard and make sure all students understand their meanings. 2. List the responsibilities of the vice squad. 3. List both sets of duties or responsibilities based on student response; then compare them orally to determine in what small ways these jobs differ. 4. Complete the job analysis sheet. Optional Activities 5. List the responsibilities of the vice squad, then over the remaining days spend on the packet, have one group of students scan the Enquirer daily and make a collage showing the activities of the vice squad in our area. Have a similar group scan the Post-Times Star and do the same activity. (One interesting sideline, compare the way the two papers report the same story). 6. Suggest a role-play showing an undercover agent in a drug raid, stressing the need and importance of an undercover agent in exposing this type of crime.	1. Teachers notes Optional Resources 5. Teachers notes, Cincinnati Enquirer, Cincinnati Post-Times Star 6. Teachers notes on undercover agent. 7. Community Relations Dept. Cinti. Police Dept., 310 Lincoln Park Drive

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Exploration Activity #8
(Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	7. Invite a vice squad officer to your class to tell of personal experiences and actual cases. They can describe methods used and ways of obtaining information and exposing crime. They can also give information as to numbers of vice squad men and the possibilities of promotion to that rank. 8. The class should discuss the reasons as to why these three areas of crime must be suppressed. It is also important that students understand the role of the undercover agent and see it as an important link in crime fighting.	

Teachers Notes -- Exploration Activity #8

1. The three categories of crime which concerns the Vice Squad are drugs, prostitution and gambling.

2. Responsibilities of a Vice Squad Agent:

   a. Investigate suspected crimes, criminals or locations where suspected violations of the drug, prostitution and gambling laws may occur.

   b. Works as a plainclothesman or an undercover agent to observe suspected persons, places, or actions.

   c. Investigates and collects information to serve as evidence in court cases.

   d. Appears in court as a witness.

Exploration Activity #9

Park Police (not listed in D. O. T.)

The qualifications and benefits for being a park policeman are the same as a patrolman. The method of promotion is by a competitive Civil Service Examination. The training for a park patrolman is the same as a regular patrolman, but the salary schedule is slightly less. The teacher may wish to review these categories.

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the responsibilities and duties of a park policeman. 2. Identify the scope of the authority of the park police. 3. Evaluate the degree of danger in this career in comparison to a regular patrolman. 4. List handicaps or advantages the students see in this occupation. 5. Do a complete job analysis of the career of park police.	1. Using a large city map, have the students list all the parks they can find within the limits of the city. Be sure they understand the concept of the park policeman's authority. 2. Have the students list the advantages and the handicaps of this career, and then discuss the lists among the class. 3. Complete job analysis sheet. Optional Activity 4. Take a field trip to Mt. Airy. Take along your sheets describing the duties of the park policeman. Talk to a patrolman on duty and get first hand information on his job. You may also wish to visit the headquarters of the park police on Colerain Avenue, next to Mt. Airy. 5. If a field trip has been taken, the students should be able to quite easily discuss the degree of danger in this career. If not, the printed sheet in each packet describing the career should be sufficient information to lead a class discussion on the dangers of a park policeman.	1. City Map - Required Resource 2. Career description sheet; course content, field trip. Optional Resources 4. Park Police, call 681-1122 2-3 weeks in advance to arrange to see a park policeman on the "beat" and to tour the park police headquarters. 6. Chief of Police 310 Lincoln Park Drive Capt. Park Police Colerain Avenue Cincinnati, Ohio 7. Park Police Headquarters 681-1122

Exploration Activity #9 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	6. The students should discuss the parallel systems that exist between the Park Police and Police Dept. Selected students could write to the Captain of the Park Police or to Chief Goodin Cincinnati Police to request an answer as to why the separation. 7. By interviewing a park policeman or by contacting the Park Police Headquarters, students could obtain information as to the problems most often encountered in the parks, and what steps have been taken to solve the problem. 8. Have the students return to the 3 column chart made during Exploration Activity #3 and fill the column on Park Police. A discussion noting the differences should follow. 9. If a field trip is not possible, invite a Park Policeman to come to class and talk with the students. He can then discuss: the parallel system, authority, differences in duties and methods for becoming a Park Policeman. They can discuss the advantages and disadvantages of the job from first hand knowledge. They may also discuss the reasons for the separate systems and the differences in pay.	

Teachers Note -- Exploration Activity #9

The park police are a separate division from the regular police force, but are under the control of the Cincinnati Police Department. The park police have their own officer corps and headquarters. They have their own separate vehicles serviced by the park board. Their salary schedule is slightly lower than the regular force.

Exploration Activity #10

Federal Bureau Investigation (F.B.I. - Special Agent)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify the ways in which you can become a special agent. 2. List the qualifications for entering the F.B.I. 3. Identify the benefits of a special agent. 4. List the responsibilities or duties of a special agent. 5. List the many different jobs offered by the F.B.I. that are of a non-investigative type. 6. List the qualifications for the non-investigative jobs offered by the F.B.I. 7. Evaluate the future opportunities in this field. 8. Analyze the job of special agent; analyze one of the non-investigative jobs of the F.B.I.	1. Discuss the procedure for applying for a job with F.B.I. 2. Make list of qualifications for entering the F.B.I. and compare those to the local police qualifications. 3. Return to the three column chart of benefits that was begun during Exploration Activity #2 and complete the second column for F.B.I. the Federal part. 4. Use the brochure to formulate a list of the many jobs that are non-investigative, but yet are very important to the law enforcement duties of the bureau. 5. List the qualifications for the non-investigative occupations, and compare these to the qualifications for a special agent. 6. Use the brochure, or the resource person to discuss the need for both investigative and non-investigative work in the F.B.I. Students could also bring in press clippings or quote T.V. news shows to prove their point. 7. Complete the analysis sheet on the special agent and one non-investigative position. <u>Optional Activities</u> 8. Make a list of crimes that the students feel are the most common to occur and to be investigated by the F.B.I. and call the local	1. Brochure - F.B.I. Career Opportunities Class Set Required. Write: Spec. Agent; Palmer M. Bacon Jr., Federal Bureau of Investigation USPO - Federal Bldg. Rm. 400 -Cincinnati, Oh. The resource material available from the F.B.I <u>must be requested three to four weeks in advance</u>. They are willing to work out a program suitable to your needs and will arrange tours of their headquarters. <u>Optional Resources</u> Speaker for field trip information: Write: Spec. Agent; Palmer M. Bacon Jr., Federal Bureau of Investigation USPO - Federal Bldg. Rm. 400 - Cincinnati, OH

OBJECTIVES	ACTIVITIES	RESOURCES
	bureau for verification of the list. This then can be used to show the agent's responsibilities. This may also be done by watching the paper for news items and compiling a list. 9. Students should be made aware of the distinction between a federal offense and a non federal offense, and the fact that the F.B.I. only handles federal offenses. 10. Students can stop at a local post office and see the "Most Wanted" F.B.I. list as well as the numerous "Wanted" posters there. Have the students list the information contained on the sheets. 11. Students can collect news clippings, articles, etc. and create an F.B.I. bulletin board showing the F.B.I. in action. 12. Teacher may wish to tie the T.V. program, The F.B.I. into the class work.	

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	All students are asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the students' development, the students must determine who they are and how they relate to their environment. They must be involved in experiences which will help them to determine their relative abilities to work with people, to manipulate tools, to sense their presence in their environment, and to comprehend the laws of nature and the processes for behavioral advancements within their community.

The students will be involved with understanding their interests, aptitudes, achievements, temperament, their family peers, their society and etc.

Economics

Students must learn to see themselves as productive worker units who supports their community through efficient positive efforts as producers and consumers. They must learn that the money they receive for their work is an important factor in determining the behavior of their community through the way in which they spend their money; the way in which they are willing to work for their money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in their community.

Students must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is con erned with the students' development of a method for collecting information about jobs. It also is concerned with the students developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

Students must learn what behavior modifications (education and training) will be expected of them for certain jobs. In doing so they will learn the innate abilities they have and if these abilities can be developed to the level required to perform certain jobs they choose for their vocation.

Students must learn which educational programs will help them acquire experience that will help develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are for lack of job-related skills.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt with. This

requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?
   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?
   - What are the things that I don't like to do?

4. Brochures and Printed Handouts

Cincinnati Police Division

Careers in Law Enforcement
Steps to a Career in Law Enforcement*
Weekly Salary Schedule of Police Employees*

Contact - Recruit and Investigation Team
352-3590 Sgt. Bob Morgan
District 1 Lincoln Park Drive

Job Descriptions*

Contact - Civil Service Department, City Hall
352-3000

F.B.I. Career Opportunities

Contact - Spec. Agent Palmer M. Bacon Jr.
F.B.I.
USPO Federal Bldg. Rm 400
Cincinnati, OH

*A copy of these materials is included in the course

2. Speakers

Cadets, Recruits or plainclothesman
Contact: Recruit Contact and Investigation Team
352-3590 Sgt. Bob Morgan
District 1 Lincoln Park Drive
2-3 weeks in advance

Uniformed Patrolman or Policeman
Community Relations Department
Cincinnati Police Department
352-3000 2-3 weeks in advance

All speakers are willing to cooperate and will talk on the field you want, but they will need your direction as to choice of topic.

3. Displays - Special Presentations - Tours

Police Van - available to visit your school, to show Law Enforcement equipment and methods.

Canine Corps - members of the Canine Corps will perform at your school, demonstrating the dogs' training ability and uses.

Police Dept. facilities - (Central Jail; Districts; Station X) tours are available of these facilities allowing the students to see police procedures (fingerprinting, arresting, etc.) District stations can be visited to meet the officers and see how they work Station X can be toured to see their facilities, especially the Communication Center.

Court House - the courts are open to the public daily. Sizes of tours should be kept small, and the students reminded of the seriousness of the court situation.

Cruisers and Officers - uniformed officer and cruiser will come to your school, show all the equipment he carries and what the cruiser contains.

Helicopter - Lt. Stanley and the helicopter can come to your school land in an appropriate area and conduct a program on auto safety.

S.R.O. - do not overlook the help your School Resource Office can give.

All of the above tours, displays or presentations from the Cincinnati Police Dept. may be obtained by a written request through the Community Relations Department. If you desire some other type of tour or presentation, contact the Community Relations Department or the Recruit Contact and Investigation Team to discuss your ideas. The Cincinnati Police Dept. is exceptionally cooperative.

III. APPENDIX

A. Field Trips in Career Development

B. Procedure for Exploration Trips

C. Exploration Trip Permission Form

D. Exploration Trip Report

E. Resources

F. Civil Service Job Descriptions

G. Weekly Salary Schedule of Police Employees

H. Supportive Roles in Law Enforcement

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

4. Address _____

_____

4. Major Products or Service:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

5. Major Types of Jobs:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

6. What did you like best about this trip?

_____

_____

_____

7. Did you see any jobs that you would like to do? List them.

_____

_____

8. What did you learn from this tour?

_____

_____

_____

Signature
Representative of Organization
Visited

Resources

1. Films

Cincinnati Public Schools
Audio Visual Aids Department
#573 Profile in Blue
#690 Police Unit 2A26

Modern Talking Picture Service *
9 Garfield Place 45202
421-2516

#3104 "The Case of Officer Hallibrand" 31 min.
In this story of a typical traffic policeman, marked by realism and tragedy, you will see vividly the most important thing in safe driving - the attitude of the driver behind the wheel.

#2995 "The Dangerous Years" 30 min.
A dramatic documentary which takes a look at teenage crime and delinquency. When do criminals start down the wrong path and what are the new approaches being taken to guide and correct the young lawbreakers.

#2828 "The Thin Blue Line" 27 min.
This film walks the beat with policemen across the country who daily risk their lives to protect us from danger -- whatever the source. A dramatic and powerful documentary that takes a penetrating look at the law enforcement officer.

Cincinnati Public Library
Date With Liberty
The Revolving Door
Robert A. Taft
Youth and the Law

Kodak A.V. Programs*
Marketing Ed. Center
343 State Street
Rochester, New York
Filmstrips -- Law Related Fields
LE-8 Photography as a tool of Arson Investigation
LE-10 Security and Law Enforcement Photography
LE-5 Perspective in Police Photography
LE-3 Fire and Arson Photography
LE-6 Use of X Ray's in Criminal Investigation

*The teacher should preview each film and establish whether or not there is excessive advertising in each film.

Civil Service Job Descriptions:

Park Police Sergeant
Park Police Captain
Park Policeman
Police Chief
Police Captain
Police Lieutenant
Police Sergeant
Police Specialist (Male)
Police Specialist (Female)
Policewoman
Polygraph Operator
Police Recruit
Police Cadet

Each description contains a paragraph on the duties and the qualifications

PARK POLICE SERGEANT

DUTIES: This employee supervises the work of Park Policemen in maintaining law and order in the municipal park system. He is responsible to the Park Police Captain, and, in the Captain's absence, assumes his duties. He assigns, instructs, and inspects the work of the Policemen under his direction, and assists and advises them in making arrests and presenting cases in court.

QUALIFICATIONS: Each applicant must have three years of experience as a Park Policeman. He must be thoroughly familiar with the rules, laws and ordinances governing public conduct, particularly in the public parks. He must be able to supervise and instruct patrolmen. He must have the ability to meet the public, and to maintain records and make reports. He must be willing and able to drive a car in performance of these duties and must have a valid Ohio motor vehicle operator's license upon appointment.

PARK POLICE CAPTAIN

DUTIES: This officer is responsible for the implementation of security policy directives from the Superintendent of Parks. He plans, organizes and directs the activities of Park officers, making certain that law and order is being maintained, and that subordinates are effectively performing their duties. He is in charge of training for division personnel and evaluates the conduct of his men. He takes charge of difficult or unusual situations. He makes reports and recommendations as required. When necessary, he coordinates efforts with the City Police Division. He performs related work.

QUALIFICATIONS: Each applicant must have two years of service as a Park Police Sergeant. He must have thorough knowledge of Park Department rules and of laws and ordinances to be enforced. He must be able to write accurate and clear reports. He must have demonstrated supervisory ability and good judgment. He must have an Ohio driver's license.

PARK POLICEMAN

DUTIES: This employee helps to preserve law and order and protect life and property within an assigned beat in the municipal park system. He enforces traffic movement and parking regulations and cites violators. He investigates vandalism and destruction of park property, and prevents rowdyism and commission of nuisances. He checks for improper use of parks and park facilities and hazardous conditions. He enforces Park Board regulations, such as types of beverage, proper permits and hours of park use. He observes the appearance of his beat and reports need for improvement, maintenance or repair. He turns on park lights, checks and secures building, lowers and reaises flags, inspects for fire hazards and coordinates with other Park Board personnel and the regular city police force. He gives information and directions to the public. He makes arrests, helps to secure evidence, and appears as court witness. He submits written and oral reports and performs other related duties.

QUALIFICATIONS: Each applicant must be at least 5'8" in height and 140 pounds in weight, with height proportionate to weight. He must be a high school graduate, and be in excellent physical condition. He must be able to follow instructions, prepare concise and accurate written reports, analyze situations, and deal with the public firmly yet courteously. Experience in military or civilian security work or a related field is desirable. He must be willing and able to work on rotating shift basis and drive a car in performance of his duties. He must have a valid Ohio Operator's License.

POLICE CHIEF

DUTIES: This official is the chief executive officer of the Division of Police and is responsible for law enforcement, apprehension of criminals, and protection of local citizenry and property. He is responsible for maintaining a modern and efficient police force, and has the power to assign, transfer, prefer charges, and discipline any member of the force. He inspects, or directs inspection of all bureaus, departments, and districts to determine efficiency of police work performed. He may order investigations, or personally investigate any laxity of law enforcement, complaints from subordinates or citizens, or violations of rules and regulations of the department. He cooperates with the courts, the prosecuting officers, and other law officers, in the enforcement of laws and prosecution of criminals. He prepares daily, monthly, annual, and special reports of various activities of the department and maintains constant contact with police officials of other cities, and law enforcement organizations and societies, in order to keep abreast of latest methods and developments in police work.

QUALIFICATIONS: Each applicant must be capable of supervising and maintaining the morale and discipline of his subordinates and possess outstanding qualities of leadership. He must be able to organize and to deploy his subordinates effectively and use sound judgment in the determination of departmental policies and procedures.

POLICE CAPTAIN

DUTIES: This officer is in command of a Police District or other police section or unit, and is responsible for all matters pertaining to its operation. He plans, organizes and directs the activities of his unit, making most effective and economical use of its capacities and resources to maintain law and order, protect life and property or improve police techniques and service. He advises subordinate officers and men on the application of modern police methods and sees that they are followed. He evaluates the conduct of his men and enforces approved standards of behavior and ethics. He sees that administrative routine pertaining to schedules, assignments, records and reports are carried out. He takes personal charge of unusual or difficult situations. He performs related work.

QUALIFICATIONS: Each applicant must have thorough knowledge of the administration, rules and regulations of the Police Department, and of laws and ordinances. He must have demonstrated his ability to command men.

POLICE LIEUTENANT

DUTIES: This officer has immediate responsibility for the preservation of law and order in his district or during an assigned tour of duty. He supervises the work of a Sergeant and a number of patrolmen, and he is responsible for their training and work in accordance with the rules and regulations of the department. During part of his relief he works in the district station house, making out reports and instructing his men by phone. In some cases, he may be assigned to command some other unit, bureau, squad or office.

QUALIFICATIONS: Each applicant must have thorough knowledge of the laws of Ohio, the ordinances of Cincinnati, and the rules and regulations of the Police Department, and is expected to use superior judgment in their interpretation and enforcement. He must be a leader of men and he must be able to command their respect, maintain good discipline, and teach them police work.

POLICE SERGEANT

DUTIES: This officer assists a Police Lieutenant in supervising a group of Patrolmen assigned to traffic or patrol duty. These supervisory duties include the inspection of and transmission of orders to the men at roll call; seeing the men on their beats; instructing, advising, and assisting them with their assigned work; and taking disciplinary action when necessary. Other duties include making criminal investigations, securing evidence, and arresting offenders; investigating accidents; making civil investigations regarding complaints, destitute families, sick persons, and similar situations; giving advice where no action can be taken; referring matters to proper agencies; enforcing laws, ordinances, rules and regulations, giving general information and aid to citizens, preparing and making various reports on crimes, complaints, and investigations; giving testimony and producing evidence in court; taking charge of the station house in the absence of the Lieutenant; and performing other work as required.

QUALIFICATIONS: Each applicant must have good knowledge of laws, ordinances, departmental regulations, policy practices, and court procedures. He must be able to assume responsibility, and be able to weigh alternate courses of action and make decisions. He needs to have unusual powers of observation. He must have supervisory ability.

POLICE SPECIALIST

DUTIES: This officer is assigned the more technical and advanced investigative and enforcement tasks in various phases of police work. Such duties include both plainclothes and uniformed assignments as required among the following details: Crime Bureau, District Investigator, Patrol Bureau special uniformed investigator, Vice Squad, Canine Squad, Juvenile Bureau, Identification Bureau, and Highway Safety hit-skip investigator. Officers in this class are assigned to, and may rotate among, the various details in accordance with the nature of special training required, particular interest, aptitude, and capacity, and needs of the service.

QUALIFICATIONS: Each applicant must have a thorough knowledge of basic police policy and practice. He should have broad practical knowledge of the enforcement aspects of state laws and city ordinances and have detailed knowledge of department regulations. Good command of verbal and written language is essential. He should be versatile and adaptable to different kinds and levels of enforcement. He must be able to adjust quickly to non-routine situations. He must be skilled in preparing and presenting cases in court. Advanced study in police science is desirable. Aptitude for investigative work, initiative, perseverance, excellent memory and powers of observation are important personal traits in the successful performance of the duties of this classification.

POLICE SPECIALIST

(Female)

DUTIES: This officer performs the more difficult and responsible policewoman assignments in the Juvenile Bureau. Such assignments include but are not necessarily restricted to reviewing, advising on, and making recommendations as to screening and referral of offenders; attending conferences with Juvenile Court, Board of Education, and other welfare and enforcement agencies as they affect the operation of the Juvenile Bureau; counseling potential and actual juvenile offenders and their guardians; assisting in training of new Policewomen; and addressing community groups on activities and policy of the Juvenile Bureau. She may also be assigned to interrogate adult female witnesses and suspects involved in non-juvenile cases and to assist in special investigations conducted by other police bureaus.

QUALIFICATIONS: Each applicant must have a good grasp of basic police policy and practice and detailed familiarity with laws, ordinances, and department policies, procedures, rules and regulations. She must have skill and judgment in screening and disposition of juveniles who come into police contact. She should have broad practical knowledge of conditions conducive to juvenile delinquency and of the best available action to take in varying circumstances. She should be skilled in interrogation, verification of testimony, and presentation of evidence. Good command of verbal and written language is essential. Aptitude for personal contacts and cooperative effort with other police personnel and with various agencies involved in youth welfare, initiative, perseverance, excellent memory and powers of observation are important personal traits in the successful performance of the duties of this classificatioon.

POLICEWOMAN

DUTIES: This officer is assigned to the Juvenile Bureau where she assists in the prevention of crime and in the enforcement of laws and ordinances, particularly in offenses involving women and juveniles. She investigates conditions pertaining or conducive to juvenile delinquency, obtaining and analyzing facts, interviewing witnesses and suspects, and participating in the arrest, safeguarding, searching, and interviewing of minors and offenders against juveniles. She makes referrals to and maintains liaison with youth welfare agencies and attends conferences with other law enforcement, court, and social welfare authorities. She contributes to crime prevention among juveniles by giving talks to various groups and adjusting minor citizen complaints. She prepares reports on investigations, case summaries, and other records. She performs other related work as required.

QUALIFICATIONS: Each applicant must be a high school graduate and have two years of college training, or registration as a nurse. Ability to evaluate stress situations, sympathetic understanding of social problems of women and children, physical and moral courage, prudence, and resourcefulness are required. She must be between 5'2" and 5'8" in height and weigh between 110 and 165 pounds with weight proportionate to height. She must have 20/40 vision in each eye without correction. She must have, or qualify for, and Ohio driver's license.

Age: 21-30

POLYGRAPH OPERATOR

DUTIES: This employee operates a polygraph in conjunction with conducting special interrogations of selected persons. He interprets his findings to police and other officials and make appropriate reports concerning his examinations. He maintains polygraph equipment by making minor repairs and adjustments. He performs special investigative or research work as assigned, and does other related work.

QUALIFICATIONS: Each applicant must be a graduate of a university of recognized standing with a major in psychology. He must have training or experience in interviewing. Superior poise, skill in dealing with people, and emotional stability are required. Some knowledge of physiology is desirable. The successful applicant must be willing to attend an out-of-town training institute, at city expense, in polygraph operation. He must be willing to work irregular hours, in accordance with the need for polygraph examinations.

Age: 21-40

POLICE RECRUIT

DUTIES: Each Police Recruit is assigned to the Police School for training in police work. Upon the successful completion of this training he is promoted to Patrolman, in which position he is responsible for the protection of life and property, the prevention of crime, and the preservation of peace and order within an assigned beat. He must patrol his beat, enforcing laws and ordinances, arresting violators, investigating accidents and complaints, securing evidence and performing any other duties required.

QUALIFICATIONS: Each applicant must be 21 years old but not more than 30 and have an Associate Degree in Police Science. He must be at least 5'8" but no more than 6'6" in height and weigh at least 134 but not more than 228 pounds with weight proportionate to height. He must be in excellent physical condition. He must be able to pass an eye test - without glasses - with a minimum far point vision of 20/40 in each eye. He must be quick to size up situations and be able to deal with people under a wide variety of conditions. He must be able to follow instructions and to make out reports. He must have an Ohio driver's license and be a competent driver.

POLICE CADET

DUTIES: This employee is regarded in training for appointment to Police Recruit after reaching minimum legal age and qualifying by competitive examination. He assists in the staff work of the Police Division by performing a variety of tasks as assigned. Such duties include, but are not restricted to, maintaining and filing records, typing and tabulating reports, answering the telephones, operating teletype, recording statements, entering and indexing warrants, receiving complaints and other general clerical work. Some assignments may involve servicing autos at shift change.

QUALIFICATIONS: Each applicant must be a high school graduate. He must show willingness and ability to learn police procedures and principles. He must enroll in the University of Cincinnati co-op course in Police Science and Administration. He must be at least 5'8" but no more than 6'4" in height and weigh at least 134 but no more than 218 pounds with weight proportionate to height. He must be able to pass a physical examination comparable to that of Police Recruit. He must be able to pass an eye test -- without glasses -- with a minimum far point vision of 20/40 in each eye. He must have clerical ability and be willing to learn how to operate a typewriter capably within six months. He must be a competent driver and have a current Ohio driver's license.

Male only: 17-21 years

Applications will be accepted only from persons who have lived in Hamilton County for the one year preceding the examination.

Cincinnati, Ohio

WEEKLY SALARY SCHEDULE OF POLICE EMPLOYEES

January 2, 1972

Civilian Employees Effective 3/1/72

Police Chief	$413.45	to	462.10			$21,582	24,121
Asst. Police Chief	359.13	367.46	375.85			18,746	19,619
Police Captain	309.52	316.74	324.02			16,156	16,913
Police Lieutenant	264.87	272.10	279.32			13,826	14,580
Police Sergeant	233.28	to	240.80			12,177	12,569
Detective	217.16	to	224.20			11,335	11,703
Police Specialist Male & Female	217.16	to	224.20			11,335	11,703
Patn. & Policewoman Grade 1	185.18	192.63	200.08	207.58		9,666	10,835
Patn. Grade 1 M/C Duty	192.63	200.08	207.58	215.06		10,055	11,226
Patrolman, Grade 2	217.16	to	224.20			11,335	11,703
Pol. Detention Matron	149.18	155.99	163.19			7,787	8,518
Police Recruit	185.18						9,666
Police Cadet	63.29	66.74	70.25			3,303	3,666
Supervisor of Police Records	263.06	274.85	286.66	298.46		13,731	15,579
Systems & Procedures Analyst, Grade 3	263.06	274.85	286.66	298.46		13,731	15,579
Polygraph Operator	189.62	203.80	219.51	235.35	251.19	9,897	13,112
Administrative Secretary	174.54	178.32	182.08			9,110	9,504
Accounting Technician Grade 3	159.54	166.96	174.54	182.08		8,328	9,504
Public Vehicle Investigator	159.54	163.19	166.96	170.78		8,328	8,914
Super. Clk. 2	155.94	163.19	170.78			8,142	8,914
Super. Clk. 3	166.96	174.54	182.08			8,715	9,504
Pol. Property Clk.	146.02	152.51	159.54	166.96		7,622	8,715
Clerk-Typist Grade 1	109.46	112.30	115.30	118.29		5,713	6,174
Grade 2	121.28	124.27	127.25	130.34	133.40	6,330	6,963
Grade 3	139.71	142.87	146.02	149.18	152.51	7,292	7,961
Clerk Stenographer Grade 2	124.27	127.25	130.34	133.40	136.55	6,486	7,128
Grade 3	139.71	142.87	146.02	149.18	152.51	7,292	7,961
Garageman (Laborer)	133.54	136.60	139.75			6,970	7,295
Police Practice Ammunition Loader	130.34	133.40	136.55	139.71		6,803	7,292
Card Punch Operator	121.28	124.27	127.25	130.34	133.40	6,330	6,963
Pol. Master File Clk.	118.50	121.49	124.48	127.47		6,185	6,654
Custodian	118.29	121.28	124.27	127.25		6,174	6,642
Cleaner	112.66	115.50	118.50	121.49		5,880	6,341
School Crossing Guard (hourly)	1.50	1.65	1.85	2.00			
Police Physician Part-Time	227.43					11.871	
Supvr. of Public Vehicle Investigations	189.62	197.15	203.80	211.59		9,897	11,045

Appendix H. Supportive Roles in Law Enforcement

Supportive Roles - Cincinnati Police Force - Civil Service Controlled

1. Administrative Secretary - performs secretarial work for an administrative official, a head of a department or of some comparable position.

2. Clerk Stenographer - performs routine stenographic and general clerical duties. Needs shorthand skills and typing.

3. Clerk-Typist (Levels 1-2-3) - performs typing and general clerical duties. Typing is the main skill.

4. Clerk (Levels 1-2-3) - does general clerical work, filing, filling out forms.

5. Supervising Clerk (Levels 1-2-3) - has charge of several office employees engaged in clerical work of limited scope. The clerk assigns, coordinates, and reviews work.

6. Police Property Clerk - in charge of the Police Property Room, is responsible for proper receipt, accounting and safekeeping of property taken into custody.

7. Supervisor of Police Records - supervises, plans, and directs police record systems. Designs and prepares all police forms and records.

8. Police Master File Clerk - maintains index of all arrests, offense reports, accidents and other police contacts. Maintains personal history files on felons.